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ABSTRACT

The articles collected in this book use the testimonial narrative of Rigoberta Menchu, a Mayan-Quiche of Guatemala and winner of the 1992 Nobel Peace Prize, to engage students in vital and relevant cross-cultural learning in a variety of disciplines, locations, and levels. The book tells teachers' stories of using Menchu's testimonial in their classrooms, and invites reflection on the transformative possibility of integrating previously marginalized voices. The 28 articles in the collection include: "From Peasant to National Symbol" (Arturo Arias); "Why Dinesh D'Souza Has It in for Rigoberta Menchu" (Gene H. Bell-Villada); "Official Violence and Folk Violence: Approaching 'I, Rigoberta Menchu' from the Perspectives of Folklife and Peace Studies" (William Westerman); "Literature from the Land Between: A High School Unit on Central American Literature" (Judith E. Petersen); "The Testimony of Rigoberta Menchu in the Foreign Language Curriculum" (Sharon Ahern Fechter); "Having to Read a Book about Oppression: Encountering Rigoberta Menchu's Testimony in Boulder, Colorado" (Robin Jones); "Passion and Politics: Teaching Rigoberta Menchu's Text as a Feminist (Stacey Schlau); "Testimony in an Adolescent Day Treatment Center: Rigoberta Menchu and At-Risk Youth" (Angela Wilcox Moroukian); "Not Just Plain English: Teaching Critical Reading with "I, Rigoberta Menchu'" (Clyde Moneyhun); "A Window of Opportunity: An Ethics of Reading Third-World Autobiography" (Janet Varner Gunn); "Supplementing the Standard Curriculum: Twain's 'Connecticut Yankee' and Menchu's 'Indian Woman of Guatemala'" (Geraldine T. Rodriguez); "Bridging the Gap: Modes of Testimony and Teaching Central American Politics" (Daniel Goldrich); and "Rigoberta Menchu's Secret: Culture and Education" (John Willinsky). Appendixes contain teaching materials for "I, Rigoberta Menchu"; film/video resources; and Guatemalan resources/activism. (NKA)

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